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ABSTRACT

This paper reports on a college educator's attempts over the past two years to use computer conferencing via the Internet as a 3-week unit in a semester-long senior level seminar in Interpersonal Communication. The paper states that the educator wanted to see if he could successfully add computer conferencing as a part of an existing face-to-face (FtoF) course. A computer conference is defined in the paper as an asynchronous electronic conference organized by subject or topic. According to the paper, since computer conferencing satisfies the college as a writing intensive course and the teaching method employed is process and discussion-oriented, the effective use of computer conferencing parallels classroom discussion in FtoF classes. The paper explains that one part of the course examines "the mediating effects of the computer" in the development, maintenance, and dissolution of online personal, social, and working relationships. It adds that computer conferencing was used in place of FtoF class discussion to give the students practical experience in computer conferencing via the Internet as they read about computer mediated communication and discussed its effects on the development of interpersonal relationships. The paper describes the online unit in the seminar and recounts the online interactions. It also presents self-reported data from the 22 students who participated and were asked to respond anonymously to a series of questions about the class. The paper then discusses the students' final papers and their opinions of the differences between relationships online and FtoF. (Contains conferencing information.) (NKA)

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ED 437 672

TEACHING AN INTERPERSONAL SENIOR SEMINAR PARTIALLY VIA THE INTERNET (COMPUTER CONFERENCING)

by

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SUNY at New Paltz

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TEACHING AN INTERPERSONAL SENIOR SEMINAR

PARTIALLY VIA THE INTERNET (COMPUTER CONFERENCING)

> It makes "some sense" to me that a variety of technology options be attempted by the college, and I expect that some of them will fail, at least in some sense. Experimentation is not failing, even if it is costly. We learn from each miscue...With each experiment, we have people who have undertaken some new approaches and each new plateau. They are not the same afer these experiences, and the value (i.e., benefit) of these experiences is immeasurable. Glen McNitt, UUP President, local chapter at New Paltz, NY - Oct. 30, 1997.

For a number of years computer assisted instruction has been having an impact on the way communication faculty teach concepts, processes, and skills.[1] In fact, communication faculty have developed computer and Internet exercises, simulations, course modules and entire Internet- based courses. Increasingly greater numbers of communication faculty are interested in using alternative computer assisted teaching strategies and in discussing issues regarding the use of the Internet.

One of the distinguishing features of some approaches to online learning is the different role often played by the faculty member, who may shift from the dominant lecturer to a facilitator in a discussion format. I have tried to capture this change in the writing of this paper by giving students the opportunity to report their experiences in their own words, which gives them a strong voice in this report. As a teacher moves from lecturer in FtoF (face-to-face) classes to a facilitator in online classes, s/he plays more of a "listening role."[2] Undergraduate student observations included in this paper reflect this change in orientation.

This is a brief report about my attempt over the past two years to use computer conferencing via the Internet as a three-week unit in a semester-long senior level seminar in Interpersonal Communication. Having already taught an entire course in "Interpersonal Conflict" online for the SUNY Learning Network, [3] I wanted to see if I could successfully add computer conferencing as a part of an existing FtoF course. It should be noted that students who register for the course do not know that there is an online component when they sign up for it. However, this feature is explained fully to the students on the first day of class and in the course syllabus. While one or two students usually drop the course due to personal problems, I am unaware of any students who decided to drop it because of the online component.

I choose to include computer conferencing in my Interpersonal Seminar because of its primary objective, its status at the college as a writing intensive course, and the teaching approach I employ.

- This capstone course for Interpersonal and Intercultural Communication majors has as its

primary objective the study of communication concepts and principles that affect the development, maintenance, and dissolution of interpersonal relationships. As will be shown later in this paper, the incorporation of technology as a mediator in interpersonal communication and relationship development raises numerous issues that make essential elements of the communication process in interpersonal relations more obvious.

- Moreover, the course satisfies the writing intensive requirement for graduation at the college. This requirement aims at improving student analytical and communication skills through writing assignments. To qualify, a course must include numerous ungraded writing assignments, graded papers and opportunities to rewrite drafts of papers. It is interesting to note, that a computer conference involves a great deal of writing and reading of messages devised by other students and the teacher in place of oral discussion in a FtoF college course.

- Finally, the teaching method I employ is described by C. Roland Christensen as process and discussion-oriented in which the teacher plays the role of facilitator as students take an active role discussing readings in class.[4] As I explain later, the effective use of computer conferencing nicely parallels classroom discussion in FtoF classes.

For these reasons, I thought that the senior seminar was an ideal course for a unit on computer conferencing.

To explain how the course is organized, let me briefly describe the 3 parts of my Seminar.

- Part 1 examines criteria for assessing the potential of interpersonal relationships <u>in general</u> (such as creating a supportive environment that encourages partners to grow as individuals).

- Part 2 focuses on specialized criteria for assessing <u>specific types of interpersonal relationships</u> (such as relationship rules that differentiate friends from romantic partners or co-workers).

- Part 3 examines <u>the mediating effects of the computer</u> in the development, maintenance, and dissolution of online personal, social, and working relationships.

This paper is about Part 3 in which computer conferencing was used in place of FtoF classroom discussion over a three week period to give the students practical experience in computer conferencing via the Internet as they read about computer mediated communication and discussed its effects on the development of interpersonal relationships.

What is Computer Conferencing?

A computer conference is an asynchronous electronic conference organized by subject or topic.[5]

The discussion of a subject is threaded (organized by particular subtopics, time/date, sender, and so forth).

Computer conferences structure communication around topics that become common resources for later reference and future discussion. Due to its structure, which appears online as a "course map," there are areas where individuals may simultaneously maintain separate discussions on other issues apart from the primary discussion, and where assignments or other important documents are located. (See attached Appendix).

Basically, a computer conference allows participants to initiate ideas, ask questions, and respond to others; thus, individual expertise and experience are shared. In a conference, a group may conduct discussion or do other cooperative projects on-line. The group may be a department in a company or a class at a university, and a large group may be broken into sub-groups or teams for specific projects. Examples include: electronic seminar, on-line class discussion, web conferencing, groupware (such as Caucus, HyperNews, WebBoard, TopClass, and Lotus Notes).

What are some of the advantages of a computer conference?

- Computer conferencing offers heightened interaction for both large and small groups.
- It is convenient, asynchronous -- not limited to time or place (a 24 hr class/discussion).
- Participants can "speak" without interruption and have more time to reflect, synthesize, and apply ideas before responding.
- Participation is more equal than face to face discussion where vocal personalities may dominate the group.
- It is useful for sharing or collecting information.
- In education, computer conferencing may supplement some courses (i.e., Computer Assisted Teaching/learning) or take the entire place of the classroom in other courses (i.e., Distance Ed.)

What are some of the disadvantages of a computer conference?

- Information overload, especially when participation is delayed or infrequent. It takes time to participate adequately.
- Slower group decision making process (due to asynchronicity) than in face-to-face groups.
- Computer illiteracy or phobia. The process takes time to learn.

- Technical difficulties (electrical, computer, technical support, and so forth.)
- No nonverbal cues
- It may need to be supplemented with telephone calls and face to face meetings when they appear necessary.
- One has no evidence whether others are reading her/his contributions, except for their direct responses.
- Opinionated messages may spawn debates that escalate into "flame wars" (abusive, hostile communication)

Having briefly described computer conferencing, I next discuss how I incorporated it into my seminar course.

Description of The Online Unit in the Seminar

In the course syllabus, students were informed on the first day of class that an online segment of the seminar would introduce them to some of the relevant published research on the role of computer mediated communication in relationship development and provide them with an opportunity to participate in an electronic discussion (known as a computer conference) over the issues raised in the readings. During that period, the class did not meet at its regular scheduled class time, because the class was being conducted asynchronously (anytime, anywhere) online. I did, however, announce in class that I would be available for help in my office during those class hours in addition to my regularly scheduled office hours. Students later reported that they spent more time online than they would have in the FtoF class.

For each assigned reading, I first asked the students to write a brief ungraded reaction to the reading (the same as I had done previously in the FtoF classroom discussions). These reaction statements were then posted online for everyone in class to see (unlike the FtoF parts of the course). I then asked the students questions about the readings to stimulate discussion. For each question, the students were asked to contribute an answer to the question at least once and respond to another student's response at least once in the online discussion. There were deadlines after which the discussion for that question was closed to encourage students to participate in a timely fashion. They were told that their participation in this part of the course was the online discussion. The participation part of their grade depended on the quantity and quality of their contributions to the online class discussions.

Students were told that both the frequency and quality of their online participation was important in determining 8% of their grade. They were to: (1) contribute an answer to each

discussion question I raised and (2) respond to another student's response to my question. This way they could offer an insight and comment on the insights of others. If they choose to disagree during the online discussion, they were encouraged to do so in a positive and constructive way and to show respect for others whose opinions differed from their own. Only by doing both (1) and (2) could they earn full credit for discussion on each question.

Students were encouraged to avoid simply saying that they liked or agreed with a statement. They were asked to add something "we can all learn from" such as an extension of the idea, disagreement with it (stating one's reasons), or by providing a personal example in support. While they were encouraged to enliven the discussions with personal situations, they were asked to refrain from divulging anything that was so personal that later they might regret sharing it with the class.

Because each part of the course included writing multiple drafts of a paper over readings as well as student discussion, in the online part of this course, I asked the students to compare and contrast interpersonal communication online and FtoF in their online discussion and in their papers. To do this, I asked them to apply general ideas from the readings to their own online and FtoF experiences, including our class computer conference.

The Course Online Discussion (Computer Conference)

A Revealing Ice Breaking Exercise

As an ice breaking exercise online, I asked students what they liked about FtoF interaction. This exercise also turned out to be useful because it revealed their bias toward FtoF interaction. Most students mentioned the importance of seeing facial expressions and other nonverbal cues in FtoF interaction. A few drew attention to the intimacy and personal dimensions of FtoF contact. One student responded:

> I really like face-to-face discussion because I think it is important to see people's facial expressions (and other non-verbals), which can say so much about what the person is saying. Furthermore, I am (for the most part) a people person. I like to be around people. I like to talk to people. So, I like conversing face to face.

Another student added:

> I definitely agree with you that it is more intimate and personal. You can pick up on their nonverbal cues.

In general, I felt that the answers to the questions revealed that the students were skeptical about conducting a class online, and they were initially biased against the idea that online relationships share any similarities to offline relationships. Two students offered the following comments

online:

> I think communicating this way is a more fancy way of e-mailing. I prefer e-mail for jokes or quick answers to questions. For getting to know someone on a more personal level, I'd rather do it face to fact. Communicating by computer is not as emotionally involved as it is with face to face interaction with another.
>
> I feel that, if you are not face to face, it is easy for the other person (or you) to fake interest. You are not 100% involved, which makes it harder to understand.

However, it did not take some students long to see the possibilities of computer conferencing, as the following online message indicates.

> I definitely prefer face -to-face, but this online business is interesting...it offers a lot of possibilities. People may feel more free to say things online.

As will be seen later in this paper, most of the students ended up favorably impressed with the way computer conferencing contributed to the class discussion.

Discussing the Readings

Of the several readings required in this part of the course, the students first read "Making Friends in Cyberspace" by Parks and Floyd.[6] They were asked to examine the formation of personal relationships via computer mediated communication where there is a lack of social cues, no immediate feedback, loss of physical proximity, and the absence of a broader social context. I hoped that by reading this article, students would realize that people can and do develop interpersonal relationships online in spite of the loss of many physical/vocal cues. Emoticons, consisting of smilies such as :-), and descriptive language such as "I am really upset and angry about this" tend to make up for some of this loss. Many students grasped the idea expressed by this student:

> Online relationships can be really great. You meet people from all over the country, and often you share some similar interest which brings you together in a friendship. You can feel as close as a friend whom you see face to face.

In reading #2 on the "Virtual Community," Rheingold discusses how one can use computer mediated communication to expand his/her circle of friends, while raising issues of trust, vulnerability, and verifiability.[7] I wanted students to know that online groups can offer emotional support as well as information. At least one student grasped that idea when he said:

> I think the most positive aspect of a virtual community is knowing there are others like you, and that there is always someone there to listen or help, day or night. Friends are definitely created through shared interests, hobbies, or problems. The ability to speak to

people like yourself all the time is a wonderful aspect of the virtual community.

In reading #3 on "The Case of Privilege: Male entitlement in cyberspace," Adams draws attention to offensive male behavior on the Internet, specifically instances of males sexually harassing women online, treating women as sexually accessible, and stalking women online.[8] She also examines language usage to show male domination of online talk and women's efforts to hide their gender online. A student who agreed with Adams reported the following:

> One way that women may be discriminated (against) on-line may be in synchronous chatting. Every time that I am in a chat room on AOL men (or what I think are men) will always want to talk to me in a private room. When I do go to one they always ask what I am wearing. Then they always want to have cybersex with me. I think this has happened to me every time that I have used AOL's chat rooms.

In reading #4 entitled "When is Mediated communication Not Interpersonal?" Walther and Tidwell explain how users adapt over time to the unique characteristics of computer mediated communication (CMC) and report being capable of exchanging personal and expressive messages.[9] Thus, users overcome temporarily retarding effects in interpersonal development. In fact, they argue that in some cases CMC surpasses the relational communication of FtoF groups resulting in "hyperpersonal communication." As a student stated in the class conference:

> Relationships can grow without face-to-face interactions. When people communicate with each-other on-line they can use cues in their writing. Emoticons (or smilies) and bold lettering can help to assist the message. In the anticipation of actually forming a face-to-face relationship because of the Internet, people became more interpersonal with one-another on the Internet. People use available cues to help relay the message and increase the importance of the relationship.

From the students' discussion of the readings, I believe that they appreciated the role played by computer/Internet technology as a mediator in interpersonal communication, and they identified several issues associated with computer mediated communication that make essential elements of the communication process in interpersonal relations more obvious.

Self Reported Data

At the end of the first online seminar, I asked the 22 students who participated to respond anonymously to a series of questions.

Question 1: To what extent did you actually feel part of an online class?

> Sixteen students (73%) indicated that they felt so involved most or all of the time, with 5 reporting some or very little and one claiming not at all.

Question 2: To what extent did you get to know the other class members better in our online discussion than in a face to face discussion?

> Eighteen (82%) reported more so, while 2 reported that it was equal to a face to face class, and 2 said less so.

Question 3: To what extent was participation in online discussion less intimidating than a face to face discussion?

> Sixteen (73%) claimed that it was less intimidating, while 4 said it was equal, and 1 indicated that it was more intimidating.

Question #4: To what extent did you participate more in the online discussion than you would have in a face to face discussion?

> Ten (45%) said they participated more online, 9 (41%) said it was equal in either case, and 3 (14%) said less so online.

Question 5: To what extent did you get more out of the readings by participating in online discussion than you would have in a face to face discussion?

> Eleven (50%) said that they got more from the online discussion, while 6 (27%) reported that it was equal to face to face discussions, and 5 (23%) indicated that they got less from the online discussion.

Later in class, the students said that they felt rushed because of the approaching end of the semester and would have liked more time between the readings. Moreover, the grade on the final paper was given more weight than the online discussion of the readings, so students were more focused on writing the paper than they were on discussing the readings online. None the less, they made it clear that they found Part III quite stimulating and worth experiencing.

Overall Reaction to the Online Part of the Course:

Question 6: To what extent would you recommend this course (with its online discussion) to other students.

> Twenty-one (95%) reported that they would recommend it, but one student said no.

When asked questions about their overall reaction to the online portion of the course, most students reported a positive experience with reading about online relationship development while participating in a computer conference in place of classroom meetings. As one student said to the class online:

> I love being on the computer. As you all know I am a little nervous speaking in front of people. It is also so convenient that I can do the class work at any time. I also have time to think about what I am going to say and not worry if someone is going to say something I was planning on saying. I wish I could have taken more classes online.

Another student offered a more mixed reaction:

> I would have to say that interacting on line was an interesting way of communicating. I like it because it is new to me, and I didn't find it as difficult as I anticipated. This is a step in the right direction, at least I have an idea of what it is like. At the same time I am partial to FtoF communication because I find it more stimulating. I enjoy looking at the person I am talking to, and the feedback adds considerably to the conversation. On the whole this experience was good and it has inspired me to get an e-mail address.

The Final Paper

As a culmination of the readings and online portion of the course, the students were asked to write a paper comparing and contrasting the development, maintenance, and dissolution of relationships online and FtoF. Following John Stewart's definition of interpersonal communication as "the kind of communication that happens when the people involved talk and listen in ways that maximize the presence of the personal,"[9] the students focused on the quality of message behavior in interpersonal contexts. Quality was viewed as communication that emphasized the personal or unique characteristics and needs of the individuals involved. Given a humanistic approach to interpersonal communication, these papers showed insight in the following ways.

Similarities Between Relationships Online and FtoF.

The first similarity addressed by many of the students was the supportive nature of online and FtoF communication. As one student said:

> I know two women who have found online relationships to be very important to their mental and emotional health. One had serious surgery, and the other woman has been battling cancer for a few years. Both of these women told me about the support, comfort and companionship they receive through online friendships. They said they didn't know how they would have handled being seriously ill at home were they not able to reach out and talk to other people, particularly people suffering with cancer.

The second similarity concerned the gender bias that operates online as it does in face to face encounters. However, the students pointed out ways women disguise their identity when on line and drew attention to the ways people deceive one another online. They seemed more sensitive

to ways people alter their identities online than they were to ways deception occurs in FtoF interaction.

Thirdly, students noted that not only can online communication enable people to stay in touch, but it also may enable them to get to know others better by discussing online more topics and in greater depth. Of course, they can do this in FtoF situations, too, if it is possible to meet. However, they also pointed out how it may take longer to achieve this outcome online than it does off line.

Differences Between Relationships Online and FtoF.

While the above similarities were noted, several differences were discussed in the student papers. Some of the differences were commonplace, such as greater convenience as in "anytime anywhere." They noted how easy it is to maintain a relationship with family members and friends using e-mail. They also pointed out the global nature of the Internet as one greatly increases her/his contacts worldwide. However, other differences involved more specific analysis of communicative practices and processes.

First, most students wrote about the absence of nonverbal cues, physical appearance, and social context in online communication, although they noted the use of language and emoticons (graphic accents, smilies) as emotional cues. On the one hand, the lack of some cues may hinder the processing of meaning in interaction, while on the other hand it often lessens the likelihood of stereotyping and prejudice that may form quickly in FtoF encounters. Moreover, due to lack of cues and anonymity, sometimes communicating via computer and the Internet may facilitate deception for those so inclined.

Second, many of the students discussed improvements in the quality of communication online. They noted that communicators have more time online to think before "speaking." As one student said:

> Because of the asynchronous nature of the online part of the course, I could take my time reading and evaluating responses. In addition, the suspension of time allowed me to incorporate ideas and quotes from the readings. Consequently, my premeditated responses were more precise, thoughtful, direct, thought provoking, and intelligent. I noted immediately that others were taking more time in their responses and incorporating the readings as well.

As another change in quality, students drew attention to the different communication patterns that emerge in online communication. Students who did not speak in the FtoF class suddenly emerged as equal participants in the online part of the course. Later in the classroom, these students reported that they felt less apprehension, didn't have to compete with more dominant and talkative students, and had the time to carefully write out their messages to the class. Other students reported that they learned important ideas from these students online and wished they would contribute more in the FtoF class discussions.

In a final comment on quality, students emphasized the fact that online discussions were less subject to control by dominant individuals (including the teacher). The flow of communication took twists and turns that were not observed in the classroom. The online discussion was not under time pressures as in the classroom, the teacher did not interject as much online, and normally talkative students were unable to dominate the class discussion as they were more likely to try to do in the classroom.

Additional Observations

A few students commented on the way online communication leads to other forms of communication including telephone and FtoF.

> I met Brad when he answered an ad I put in a dating service on AOL. We wrote e-mails back and forth for several weeks. We learned a lot about each other's personal life, and seemed to hit it off really well. Eventually, he asked for my phone number and said he wanted to take me out sometime. I agreed because we seemed to get along so great in cyberspace. However, I was extremely disappointed when we met. He turned out to be very shy and quiet. This really surprised me, given his lengthy e-mails that self-disclosed a great deal. I wished we had never agreed to meet.

Another student wrote:

> I maintain contact with some of my friends with whom I seem to share a certain liking. We have extended the online relationship with pictures of ourselves and our dogs, and one woman and myself arranged to meet at a dog show in Massachusetts.

Finally, one student said that she learned from the online experience to behave differently in FtoF situations. She vowed to not dominate future conversations and to think more before talking. Thus, the online experience made her more aware of her offline behavior and made her realize the importance of changing her style of interpersonal communication.

Conclusion

The seminar is useful in that it gives students the opportunity to more clearly define the "interpersonal" nature of communication. While the students may do that in traditional writing assignments, the nontraditional use of a computer conference highlights some of the essential features involved. As one student wrote in the conclusion of her final paper,

> Virtually all elements needed for a quality relationship can be present online. Online relationships can be satisfying and fulfilling. My online experiences have contributed toward making me who I am as a person. The relationships have also contributed toward making me more of an open-minded person. My personal online relationships (class computer conference) makes me realize that not all relationships have to be traditional

(FtoF) to be successful. Just as there is diversity in relationships, there is diversity in the way in which people choose to engage in their relationships. Online relationships may not be mainstream; however, they are real and meaningful to those who choose to engage in them.

Experiences like these have helped me recognize the interpersonal side of computer mediated communication. I would encourage other teachers of Interpersonal Communication to find ways to include computer conferencing and readings about computer mediated communication in their courses.

Endnotes

[1]See for example, the special issue of the Electronic Journal of Communications/LaRevue Electronique de Communication (EJC/REC), Fall 1999, which is dedicated to the topic of Computer-Mediated Communication Education. The journal is published online by the Communication Institute for Online Scholarship (CIOS) at http://www.cios.org.

[2]Dudley D. Cahn, "Faculty Development at SUNY: Shifting from Teaching to Learning," Paper presented at the National Communication Association annual convention, Chicago, November 1999.

[3] http://sln.suny.edu/sln. For a course description and personal experience as a teacher, see David Jaffee, "Asynchronous Learning: Technology and Pedagogical Strategy in a Distance Learning Course," Teaching Sociology, 25 (1997), pp. 262-77. See also, Dudley Cahn, "It's Like Being in Class," CLT News, 2, (Fall 1997), p. 6.

[4]C. Roland Christensen, "Every Student Teaches and Every Teacher Learns: The Reciprocal Gift of Discussion Teaching." In C. R. Christensen, D. Garvin, and A. Sweet (eds.), Education for Judgment: The Artistry of Discussion Leadership (Cambridge, MA: Harvard Business School, 1991), pp. 99-119.

[5]Daniel V. Eastmond, "Effective Facilitation of Computer Conferencing," Continuing Higher Education Review, 56 (Winter/Spring, 1992), pp. 23-28; Mary McComb, "Benefits of Computer Mediated Communication in College Courses," Communication Education, 43 (April 1994), pp. 159-170. To set up a computer conference for a class, see the following Websites http://www.blackboard.com and http://www.nicenet.org.

[6]Malcome R. Parks and Kory Floyd, "Making Friends in Cyberspace" Journal of Communication, 46 (1996), pp. 80-97.

[7]Howard Rheingold, The Virtual Community: Homesteading on the Electronic Frontier (Addison-Wesley, 1993), pp. 17-27.

[8]Carol J. Adams, "The Case of Privilege: Male Entitlement in Cyberspace," in C. Ess (ed.) Philosophical Perspectives on Computer-Mediated Communication (Albany, NY: SUNY, 1996), pp. 157-165.

[9]Joseph Walther and Lisa Tidwell, "When is Mediated Communication Not Interpersonal?" In K. Galvin and P. Cooper (eds.), Making Connections: Readings in Relational Communication (Los Angeles, CA: Roxbury, 1996), pp. 300-307.

Conference

All Messages | 0 New | 0 Attn

+ **A. First Read This** (10)

+ **B. Practice Discussion Questions** (152)

- **C. Reading #4: Discussion Questions** (90)

    + Written Assign. due 4/22 03/17/1999 (22)

    + Disc. Q #1 due 4/22 03/17/1999 (35)

    + Disc. Q #2 due 4/22 03/17/1999 (32)

    + Assignment for 4/27 (Lee Cahn) 03/17/1999

+ **D. Reading #5: Discussion Questions** (100)

+ **E. Reading #6: Discussion Questions** (95)

+ **F. Reading #7: Discussion Questions** (107)

+ **G. Bulletin Board Announcements** (1)

+ **H. Paper #3 due 5/20 at 12:30** (1)

Conference

All Messages | 0 New | 0 Attn

- **B. Practice Discussion Questions** (152)
- **C. Reading #4: Discussion Questions** (90)
  - Written Assign. due 4/22 03/17/1999 (22)
  - Disc. Q #1 due 4/22 03/17/1999 (35)
  - Disc. Q #2 due 4/22 (Lee Cahn) 03/17/1999
    - reply to #2 (Deleted User) 04/16/1999
      - reply to (Deleted User) 04/19/1999
        - in response (Deleted User) 04/19/1999
          - In Response (Deleted User) 04/22/1999
      - reply to Mel (Deleted User) 04/21/1999
        - reply 2 (Deleted User) 04/22/1999
    - Disc. Q (Deleted User) 04/19/1999
      - Reply to Tim (Deleted User) 04/20/1999
    - Disc. Q (Deleted User) 04/19/1999
      - reply to Alanna (Brooke [redacted]) 04/21/1999
    - Disc. Q #2 due 4/22 (Deleted User) 04/20/1999
      - Disc. Q (Deleted User) 04/21/1999
    - Disc. Q #2 (Brooke [redacted]) 04/21/1999
      - Disc. Q #2 reply (Deleted User) 04/21/1999
        - Disc. Q #2 reply (Deleted User) 04/22/1999
          - Disc. Q #2 reply (Deleted User) 04/26/1999
      - Disc. Q (Deleted User) 04/21/1999
        - Disc. Q (Deleted User) 04/22/1999
        - reply to julie (Deleted User) 04/23/1999
      - Disc. Q #2 (Deleted User) 04/22/1999
    - Disc. Q #2 (Deleted User) 04/21/1999
    - Q (Deleted User) 04/21/1999
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    - discussion 2 (Deleted User) 04/22/1999
    - Relationships (Deleted User) 04/22/1999
    - Disc. Q #2 due 4/22 (Deleted User) 04/23/1999
    - Disc. Q #2 has ended (Lee Cahn) 05/03/1999
  - Assignment for 4/27 (Lee Cahn) 03/17/1999
- **D. Reading #5: Discussion Questions** (100)
- **E. Reading #6: Discussion Questions** (95)
- **F. Reading #7: Discussion Questions** (107)
- **G. Bulletin Board Announcements** (1)
- **H. Paper #3 due 5/20 at 12:30** (1)

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Topic: Disc. Q #2 due 4/22 (1 of 32). Read 87 times
Conf: C. Reading #4: Discussion Questions
From: Lee Cahn cahnd@matrix.newpaltz.edu
Date: Wednesday, March 17, 1999 09:48 AM

Discussion Question #2: From your reading for today, discuss how often online relationships develop, who is involved, or how developed do on-line relationships become? (Answer only one part of the question).

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Topic: reply to #2 (2 of 32). Read 71 times
Conf: C. Reading #4: Discussion Questions
From: Deleted User
Date: Friday, April 16, 1999 06:30 PM

Hopes are but the dreams of those who wake

According to the reading, online relationships can become quite developed. Individuals start off chatting online and move to other forms of communication such as the telephone and meeting in person. People have met great friends (same sex and opposite), and lifetime partners (marriage). Communicating online for many people has just been the beginning of the formation of beautiful relationships.....

Melli Mel

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Topic: reply to (3 of 32). Read 72 times
Conf: C. Reading #4: Discussion Questions
From: Deleted User
Date: Monday, April 19, 1999 01:35 PM

According to the article, personal relationships on line are common. The article said that 60.7% was reported to had formed a personal relationships with someone they had met for the first time. Other relationships such as friendships between same sex and opposite sex are also common. Many of these relationships on line never stay on line. These people take the relationship to another level by using other channels of communication. Some write letters, talk on the telephone and some even make plans to meet in person. I don't agree that forming personal relationships on line is good. I do agree that it could work as a great tool to do business. I'm not agreeing or disagreeing with anyone. I just wanted to add this. Peace!
Tanika

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